THE JOURNAL OF EDUCATION

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AS WE GO TO PRESS

Responses to our February issue are still coming in, and we realize that the school folk of the nation are rapidly awakening to the opportunities and responsibilities that the war brings home to them.

While the articles in this March issue are not so closely focussed on the Schools-for-Victory theme, there is much here that should make for better and more fruitful teaching, and this, we submit, is of value for both peace and war.

▼

Uppermost in our thoughts as we write this foreword is the desire to evoke from our readers a larger number of *letters* expressing opinions on current topics of interest to educators. You—for instance—may have something bursting to be written; possibly about incidental gains or losses from the pre-induction program; the re-education of Axis youth after the war; whether certain relaxations of the rules for employment of teachers should become permanent; whether scholarship is at a discount in the selection of teachers; whether high school athletic coaches should speak English—and so on. Remember that a good letter for publication confines itself to a single topic and does not run all over the place. If the thing you start to write as a letter insists on expanding into an article—why, we are always on the lookout for first-rate material. We like to discover new writers and to have them discover their own hidden resources.

▼

A friend of ours in New Hampshire wants to know if it would be practicable for us to supply reprints of certain articles appearing in the JOURNAL. In some cases, yes. We shall be on the alert to hear which of our articles strike our readers as specially worthy of being run off in leaflet form and made available as "Requested Reprints." Send along your requests as soon as possible after seeing the article in the JOURNAL. If you would like us to reserve a quantity for members of your teaching staff or some other group, be definite about that also. Let us quote you prices on the number of copies you are likely to want. "Requested Reprints" may lead to placing JOURNAL material in the hands of many persons who would otherwise not see it.

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. . . TEXTBOOK TOPICS

Book Business Booms In British Empire

The London affiliate of an American publishing house recently reported to the home office here a record year of book purchasing throughout the greater part of the British Empire—only Canada and Newfoundland being excluded from the area surveyed by the London manager. Here is the gist of the report:—

"In reviewing the past year the first thing that strikes one is the continued and urgent demand for books of all kinds. I believe I am right in saying that the public is reading as it has never read before. Men and women in the Forces, in the Fire Service or fire watching, men in the A.R.P. and Home Guard, and boys and girls in the Cadet Services are all needing books for instruction and recreation; not to mention your countrymen now in training in this country who all need something to read. Pamphlets on reconstruction are very popular — the Beveridge Report and pamphlets explaining it have had record sales. The demand exceeds the supply even in school books where effective demand is governed so largely by money made available to the Local Education Authorities. All attempts made by publishers to meet the demand are conditioned by the supply of paper. Paper is still in short supply, while labour in the offices of publishers and in the establishments of printers and binders grows less and less."

Who's Who in U. S. History

Freedom of judgment as to what persons have been sufficiently important in our country's development to deserve a place in history texts for use in elementary schools, is strikingly illustrated in the wide range of personalities chosen by the authors of the nine most popular texts in this field. Mr. Claude E. Willis, a candidate for a master's degree in education, recently completed a thesis based on investigation of this matter. The number of individuals whose contributions to American history were noted in the nine textbooks examined by Mr. Willis ranged from 143 to 334. There was unanimity in the case of only forty persons, two of whom were women.

Here are the names of the chief characters in United States history by consensus of all nine texts—the list being released to JOURNAL readers by courtesy of Mr. Willis, now himself helping to make history in our armed forces:—

Napoleon Bonaparte, Daniel Boone, William Bradford, John Cabot, Jacques Cartier, Samuel de Champlain, George Rogers Clark, William Clark, Christopher Columbus, Lord Cornwallis, Hernando Desoto, Sir Francis Drake, Thomas Edison, Queen Elizabeth of England, King Ferdinand of Spain, Benjamin Franklin, Robert Fulton, Ulysses S. Grant, Alexander Hamilton, Patrick Henry, Queen Isabella of Spain, Andrew Jackson. Thomas Jefferson, Marquis de Lafayette, Robert de La Salle, Robert E. Lee, Meriwether Lewis, Abraham Lincoln, Charles A. Lindbergh, James Madison, Ferdinand Magellan, Father James Marquette, James Monroe, Samuel F. B. Morse, William Penn, Sir Walter Raleigh, Theodore Roosevelt, Captain John Smith, George Washington and Eli Whitney.

"Open the Books If You Wish To Be Free," Says Willkie

"So important are the liberal arts for our future civilization that I feel that education in them should be as much a part of our war planning as the more obviously needed technical training," Wendell Willkie writes in the Spring issue of *The American Scholar*. "There should be some provision in the Manpower Program for leaving a nucleus in the colleges of men whose aptitudes qualify them as definitely for our long range needs as, let us say, other men are obviously qualified for medicine . . . For we cannot win a true victory unless there exists in this country a large body of liberally educated citizens . . . If we are to risk our lives for freedom, we must at the same time do all we can to preserve the deep springs from which it flows.

"The preservation of our system of liberal education during the war will make an enormous difference in the moral and human tone of our society in the future, of the very atmosphere in which the peace is made, and, since we are not an isolated society, of all civilization after the war . . . In pleading for the humanities I am not preaching any gospel of highbrowism. The relationship between a liberal education and freedom is good sound American doctrine . . . The vast American educational system has set men free—free not alone to serve, but free also to lead. Education is the mother of leadership . . . We must establish beyond any doubt the equality of men. And we shall find this equality . . . in the great franchise of the mind, the universal franchise, which is bounded neither by color, nor by creed, nor by social status. Open the books, if you wish to be free."

Subject Index To Children's Books

Children, teachers, and librarians can now find, through a new *Subject Index to Books for Primary Grades*, published January 26 by the American Library Association, the exact location of information on some 1,500 subjects common to the curricula of elementary schools throughout the country. The materials indexed and graded are found in some 500 books about half of which are readers and half trade books. The 500 books are those with a definite subject content that are commonly used by children from pre-school through the third grade.

The compiler, Miss Eloise Rue, works with children in the Evanston, Illinois, Public Library and catalogs the book collections of the Evanston Public Schools. To assist her in selecting the books to be indexed and the subjects of the curriculum to be brought out, she had the assistance of five specialists in elementary education and three library specialists.

AND REVIEWS . . .

READING AND SPELLING

Happy Landings

Improvement of one's skill in reading should be an exciting and enjoyable experience when done in company with "Happy Landings," a book geared to modern activities and to modern education also. For not only is it a collection of lively stories about flying, but also a well considered guide to quicker, surer mastery of the techniques of reading. The definite instruction in how to read to better advantage is contained in a special section, "For Better Reading," in the back of the book. High school boys and girls have many a thrill awaiting them in this anthology of sky-trail literature.

HAPPY LANDINGS, edited by Herzberg, Paine and Works. Houghton Mifflin Company: Boston.

Longhorn Cowboy

An authentic story of pioneer days in Michigan, Texas and intervening territories—of the herding of wild cattle and of scouting for the United States army—is vividly related in "Longhorn Cowboy." Its author has lived through the experiences that make up the book, and he has written them straightforwardly in the first person.

The result is a truly enlightening narrative sure to awaken and instruct the boys and girls of upper grammar grades for whom it is specially intended. The illustrations blend perfectly with the story and are a most attractive feature.

LONGHORN COWBOY by James H. Cook and Howard R. Driggs. World Book Company Yonkers-on-Hudson, N.Y.

America Speaking

To capture the heart and spirit of our country and hold them between covers for high school students—this was the challenging task undertaken by the editors of "America Speaks." The degree of success attained is entirely gratifying. The work is in fact both a democracy reader of excellence and a cross section of American literature. While most of the writers represented are modern and very much alive today, a few have been summoned from the past—such men as Jefferson, Lowell, Whitman and Thoreau had messages that are immortal. By and large, the collection is a splendid one, replete with interest and inspiration.

AMERICA SPEAKING, edited by Olga Perschbacher and Dorothy Wilde. Scott Foresman and Co.: Chicago.

My Spelling

That frequently felt question of the child, "Aw, what's the use of this stuff anyway?" is neatly headed off in the new series, "My Spelling." All new words are introduced through connected narrative. Then they are listed and made the basis of a week's study. Much attention is given to the use of a dictionary—an excellent small lexicon of the year's words being provided at the end of the book. The vocabularies have been chosen with care to see that words are introduced at grade levels where they are likely to be most useful. Seeing, pronouncing and writing are employed concurrently to fix words in the mind definitely and accurately. Each book in the series is physically attractive. The dry-bones type of speller is out forever, and texts like "My Spelling" are a welcome successor.

MY SPELLING (seven books) by Yoakam and Daw. Ginn and Company: Boston.

PRE-INDUCTION TEXTS

Pre-Service Course In Shop Practice

Strictly a textbook rather than a shop manual or workbook, this volume makes clear by means of reading matter, pictures, and special assignments the nature and uses of hand and machine tools, with particular attention to the needs of high school seniors who are to serve their country in its mechanized army. The material is presented in a way to give familiarity with fundamentals as a preparation for later specialization or for meeting emergencies at any time and place. There are sections on wire splicing and wiring; on ropes and knots; and on block rigging — each with an eye to army requirements. This looks like a neat and efficient instructional tool for future tool-users.

PRE-SERVICE COURSE IN SHOP PRACTICE by William J. Kennedy. John Wiley & Sons, Inc.: New York.

Pre-Service Course In Electricity

Outlines furnished by the army have been followed both in letter and in spirit in "Pre-Service Course in Electricity." Offering material for the recommended half-year course of 90 periods for high school students, this text is noteworthy for its many clear diagrams and explanations. At many points the mechanisms of war have been drawn upon to show the application of basic principles in electricity. Another feature is the number and variety of completely solved problems in the text, making it virtually self-teaching. Exercises for the student to work out on his own are ample in amount and seem not too difficult.

PRE-SERVICE COURSE IN ELECTRICITY by William C. Shea. John Wiley & Sons: New York.

Electricity; Machines

Two companion texts by Charles E. Dull and an associate author bear the now familiar titles, "Fundamentals of Electricity" and "Fundamentals of Machines." Explanations, demonstrations, self testing questions, problems and laboratory experiments are abundant and well matched to specifications of the government syllabi. The electricity text carries chapters on radio and television. An appendix in each of the texts offers various tables to facilitate the student's work without resort to other books. Each text carries a concise section of refresher mathematics. Each is designed for a half-year course.

FUNDAMENTALS OF ELECTRICITY by Charles E. Dull and Michael N. Idelson. Henry Holt and Company, Inc.: New York.

FUNDAMENTALS OF MACHINES by Charles E. Dull and Ira G. Newlin. Henry Holt and Company, Inc.: New York.

Electricity; Machines

"Fundamentals of Electricity" by Theodore Benjamin is an attractive looking text of convenient size, its main characteristic being the fidelity with which it follows the official outline prepared by the War Department and the Office of Education as PIT 101. In fact this outline is printed at the front of the book and each of its topics bears a number indicating where that topic is treated in the text. The author is a teacher in the High School of Science, New York City, who helped to plan the Pre-Induction Courses.

The twin volume, "Fundamentals of Machines," by Alexander Joseph, is similarly based on document PIT 102 and its author is also a teacher in New York's High School of Science. He is an authority on Pre-Flight Training. Both volumes give the impression of presenting the material in readily digestible form.

FUNDAMENTALS OF ELECTRICITY by Theodore Benjamin. Charles Scribner's Sons: New York.

FUNDAMENTALS OF MACHINES by Alexander Joseph. Charles Scribner's Sons: New York.

Practice in Essential Mathematics

A workbook offering a refresher course in mathematics to insure accuracy, increase speed, and broaden the scope of utility of everyone whose concern is the war effort, whether on the home front, in essential industry, or on the fighting fronts of the world.

PRACTICE IN ESSENTIAL MATHEMATICS by Grossnickle, Brueckner and Hance. John C. Winston Co: Philadelphia.

Technical Handbook

"Technical Handbook for Solving Problems in Shop or Factory" covers the application of Mathematics and Science to the industrial job—with essential tables for shop or engineering use.

This book includes in part: use of the slide rule; logarithmic and trigonometric tables; reference tables on materials of industry; English-metric conversion; squares and square roots; cubes and cube roots and methods of solving problems.

TECHNICAL HANDBOOK FOR SOLVING PROBLEMS IN SHOP OR FACTORY by Edward H. Lang. Prentice-Hall, Inc.: New York.

Machine Shop Science And Mathematics

Many operations of a machine shop may be done with little or no real understanding of the principles involved—hence little ability to go beyond mere repetition of an assigned task. "Machine Shop Science and Mathematics" provides a knowledge of facts, laws and processes required for intelligent use of machinery and tools. It is clear, compact and comprehensive. It is equipped with questions, problems and exercises; yet it leans more to theory than to supplying the practice work found in a laboratory manual.

MACHINE SHOP SCIENCE AND MATHEMATICS by Eaton and Tree. The Manual Arts Press: Peoria, Ill.

Physics Manual for Pilots

Since the art of flying depends on the skillful pitting of nature's laws against nature's laws, it is obvious that pilots need to know what the particular laws are that make up the rules of the game. "Physics Manual for Pilots" aims to select and present those principles in a manner easily grasped by an individual who has never before studied physics. The whole matter is done in some 200 pages. The book carries a carefully trimmed load and no ballast.

PHYSICS MANUAL FOR PILOTS, one of the Flight Preparation Training Series supervised by the U.S. Navy. McGraw-Hill Book Co.: New York.

AIR NAVIGATION SERIES (7 books) Flight Preparation Training Series supervised by the U.S. Navy. McGraw-Hill Book Co:. New York.

MISCELLANEOUS

Lingo

A clever device for facilitating language study comes from the brain and press of Burton Crane. This device consists of a card game in which players demand of one another the foreign way of saying some English phrase or sentence. There is a Lingo game for learning military Japanese, military German, and military French —the French and German presupposing some knowledge of the language by the players. The booklet in which the author expounds the purpose and method of his games is extremely readable and fairly scintillates with expressive English, or its facsimile.

The game was invented twenty-three years ago, to get its author out of a jam with his French professor at Princeton. Now it is rushing to the rescue of boys in the armed forces who want to know how they can reach the nearest village or pump information out of a native, friendly or unfriendly. There is a heap of sound psychology behind this Lingo outfit.

THE LINGO GAMES from the Press of Burton Crane, Elizabeth, N.J.

Mechanical Drawing

Material for but an introductory course of a year or more in mechanical drafting, with attention to blueprint reading and the making of industrial sketches. Such a course is basic to many different phases of industrial work, whether related to the war effort or to peacetime production. A majority of the larger high schools already recognize its importance in vocational education.

MECHANICAL DRAWING, INCLUDING BLUE PRINT READING by Babbitt & Swartz. Henry Holt and Company: New York.

Psychology and Human Living

The study of psychology may and often does lead the learner into a maze from which he is quite unable to extricate himself without a competent guide. "Psychology and Human Living" avoids this confusion by mass elimination of details and discoveries that lead nowhere in particular, and by setting a fairly straight path toward an understanding of why people behave as they do and how, in certain respects, they can be made to behave in ways that are better for themselves and the groups of which they are a part. Written in a style that should be comprehensible by intelligent students of upper teen ages, this text opens up an extremely important area of knowledge and provides a number of clear markings. The findings of Freud and the refinements added by other and perhaps more scientific investigators are drawn upon for orienting the student. Rarely is so much of serviceable psychology presented in so compact and accessible a form.

PSYCHOLOGY AND HUMAN LIVING by Walter C. Langer. D. Appleton-Century: New York.

Editorials

If China Can Forgive!

One of the bright spots in this war has been the visit paid to the United States by Madam Chiang Kai-Shek. The American-educated wife of China's great leader has heartened us all by her high courage, her faith in the common cause, her absence of complaint and—above all—her concept of an after-war world in which cooperation and forgiveness shall take the place of enslavement and recrimination. In her several public appearances here China's First Lady has said many things worth remembering, but perhaps none more commendable and wise than the following sentences from an address at Madison Square Garden, New York, on March 2:—

"What are we going to make of the future?

"What will the revalescing world, recovering from this hideous blood-letting, be like?

"The wisest minds in every corner of the world are pondering over these questions, and the wisest of all reserve their opinion. But, without letting temerity outrun discretion, I venture to say that certain things must be recognized. Never again must the dignity of man be outraged as it has been since the dawn of history.

"All nations, great and small, must have equal opportunity of development. Those who are stronger and more advanced should consider their strength as a trust to be used to help the weaker nations to fit themselves for full self-government and not to exploit them. Exploitation is spiritually as degrading to the exploiter as to the exploited.

"Then too, there must be no bitterness in the reconstructed world. No matter what we have undergone and suffered, we must try to forgive those who injured us and remember only the lesson gained thereby.

"The teachings of Christ radiate ideas for the elevation of souls and intellectual capacities far above the common passions of hate and degradation. He taught us to help our less fortunate fellow beings, to work and strive for their betterment without ever deceiving ourselves and others by pretending that ugliness does not exist. He taught us to hate the evil in men, but not men themselves.

"Finally in order that this war may indeed be the war to end all wars in all ages, and that nations, great and small alike may be allowed to live and let live in peace, security and freedom in the generations to come, cooperation in the true and highest sense of the word must be practiced. I have no doubt that the truly great leaders of the United Nations, those men with vision and forethought, are working towards the crystallization of this ideal, yet they, too, would be impotent if you and I do not give our all towards making it a reality.

"The goal of our common struggle at the conclusion of this war should be to shape the future so that 'this whole world must be thought of as one great state common to gods and men.'"

War Comes to Dinner

The first month of rationing applied to a wide range of essential commodities throughout the United States finds us adjusting both our living habits and our thinking.

We begin to see rationing as a means of defense on the home front—against multitudes of persons whose regard for their own immediate comfort leads them to hoard and, in more instances than will ever be known, to lie about the condition of their shelves. Since the proper utilization of food at home has a close bearing on the amount we can supply to our armed forces here and abroad, our hoarders are directly helping the enemy. Yes, it is gratifying to live in a land where no Gestapo agent comes snooping into homes to inspect pantries. But how seriously are we acting to preserve this and other cherished immunities?

Rationing of a great many products is an inescapable corollary of price fixing. Rationing as we now experience it, with a designated number of points required for each commodity in proportion to its scarcity, permits the law of supply and demand to operate to a certain degree even without the changing of prices. It is still too early to judge whether price ceilings can be held at reasonable levels and provide sufficient incentives in the form of profits to maintain supplies.

Whatever shortages we suffer in days to come will not be the result of foods sent abroad under the lend-lease plan unless such shipments become much greater than at present or our production much less. Such exports to date are reported officially to be under six percent of what is currently produced here, and in 1942 our farms grew and harvested an excess that amply cared for this and for the additional food consumed by our own armed services.

Present scarcities are due to the better filled belts of defense workers and their families; to wastefulness in many kitchens; and to the ugly art of hoarding.

If the government's regulation of man-power succeeds in leaving enough labor on the farms and in the food factories and stores and transportation services, we are likely in time to have the point values

of our food ration coupons increased. Meanwhile, we may at least have the satisfaction of knowing that Mrs. Chizzlemuch has stopped buying whole baby-carriages full of canned corn and peaches. That lady and her kind—except for what they have in hiding—are now no more privileged than the rest of us.

Global Thinking

Much stretching of the mind is needed before the majority of us can think globally. No doubt it makes us study our maps to have our boys out there in all manner of strange, distant places. In this geographic sense, the act of mind-stretching is fairly simple for any one. But to think in terms of a global society—global economics, global freedoms and a global peace—this is extremely difficult. As a people, we Americans proved quite unprepared for such expansion of our mental horizons at the close of the previous world war. Scarcely was the fighting ended before we shrank back into our national shell. Put what blame we may upon the form of the arrangements made for promoting peace and harmony, most of us are now agreed that we should have ventured much farther than we did at that time in cooperating with the rest of the world.

How shall we be doing in that respect after this second and more serious lesson? Are we capable of giving up—not all but any portion of that all-for-ourselves attitude which heads up into extreme nationalism and a lust for dominance? Since that particular ambition on the part of three nations is what brought on this war and is what our side is fighting to defeat for good and all, we shall have gained nothing and learned nothing from this costly experience if we merely take upon ourselves as victors the role of masters and then contend among ourselves, the victors, as to which shall be supreme above the rest.

It is not a matter of throwing nationalism overboard and becoming simon-pure internationalists. That would be foolish. The task is as delicate a feat of balancing as has been that between state and federal interests in the United States. The growth of federal power has been gradual but steady. So may be the growth of power by some kind of world organization to be set up after this war. At first, the associated nations may be willing to give up only one thing—the right to have enough arms in their possession to be a menace to other nations. There may be a long wrangle before even that much is relinquished and before an international police force is provided.

But even now we must open our minds to this minimum of global thinking. The alternative is another war. And wars progress in fury, not by addition but by cubic or some steeper ratio.

Gigantic Gambles

It is nothing short of appalling to reflect upon the way the lives and fortunes of millions of people and the entire success of a great cause are staked upon the decisions of a few men.

The civilized world almost literally held its breath for a three weeks' period ending early this month, while the British Cabinet gambled enormously that the hunger-striking Gandhi would survive his fast. Every sort of appeal was made to Mr. Churchill to yield, lest the death of the Indian leader bring on a revolution that should cost the United Nations dearly. The British authorities had their jaws set. There was to be no appeasement this time.

That crisis passed—thanks to the physical and mental toughness of the seventy-three-year-old little man of the loin cloth.

Now we are all in a similar state of suspended animation over the adoption of an opposite policy—a policy of appeasement—toward General Franco.

The Spanish dictator has expressed himself in open sympathy with Hitler. He is in position to let the Germans pour their divisions through Spain into Morocco—and to hurl his own Moroccan army against the rear of our forces in North Africa and athwart our supply lines. But official Washington seeks to keep Franco "in line"—meaning "out of line" with his natural leanings—by sending him vast amounts of oil and other supplies that can easily be turned to account by our enemies.

It may be that our authorities know a good bet when they see one. Or it may be they are as gravely mistaken about Franco as they were about Hirohito.

The names that go down in history are frequently branded "noble" or "ignoble" more by luck than by the sheer quality of their judgments.

College Problems

Colleges, their enrolments seriously cut by voluntary enlistments, defense industry's tempting opportunities and the draft, are casting about for answers to their problem of staying in business. We use the word "business" only after having heard a professor say, the other day, that "business was pretty poor" around his place just now.

One answer has been found by certain of the colleges and universities in alignment with the military and naval services to provide courses for prospective officers and technicians.

Another answer — not so good — is that of beckoning to high school juniors to come to college a year ahead of usual schedules.

Here is a tug of war that pulls the already bewildered youth from two directions. The colleges should keep their hands off high school juniors.

SOCIAL VALUES IN LITERATURE

LEWIS H. CHRISMAN
West Virginia Wesleyan College
Buckhannon

TWO teachers were thrown into contact by being on the same program at an educational convenvention. One was a distinguished educator, rich in experience and wisdom. The other was a young man in the first glow of his pedagogical enthusiasm. One evening as they sat together in the lobby of the hotel the older man turned to the younger and said, "Now tell me what you are trying to do there at Midland." This, in all of the import of the term, was a "leading question." When a teacher is called upon to explain his aims he is being asked to face a subject both wide and deep in its significance.

Books can be, and have been, written on the objectives of the field of literature. One of these objectives is to give the student the kind of training which will enable him to interpret the printed page. Important as this is, it does not take us very far. The individual who has learned to read in the fullest and most exact sense of the term enjoys reading and has acquired the ability to discriminate between real literature and the commonplace and the tawdry. And just now we are frequently told that "appreciation" is the primary purpose of our classes in literature. Although many who emphasize this angle of literary study have not taken the trouble to define their terms with any degree of clarity and definiteness, we are reasonably safe in assuming that they mean the cultivation of the ability to enjoy the writings of the masters of prose and poetry of yesterday and today. This is excellent as far as it goes, but we must not stop here. There is a knowledge aim which is not to be minimized. Sometmes we are so fearful of those "little peppercorns of knowledge," of which William James used to speak, that we forget that an acquaintance with certain segments of the accumulated experience of the ages is one of the marks of an educated man. But no discussion of this subject gets to the central thought without emphasizing the educational aim which was expressed by Montesquieu and given such an important place in the writings of Matthew Arnold: "The first motive which ought to impel us to study is the desire to augment the excellence of our nature, and to render an intelligent being yet more intelligent." Literature deserves a place in the curriculum because of what it does to those who study it.

In this connection the social values loom large. We cannot lay much stress upon the financial returns accruing from the study of literature. It will not add a single cent to the income of the large majority of those who are exposed to it. We can claim, however, that it makes a vital contribution to that "expansion of mind" with which Cardinal Newman has dealt so luminously in his discussion of educational aims and values. No other subject in the curriculum, with the possible exception of history, has so broad a scope. It brings the student into contact with an immeasurably wide range of humanity. "Literature," says Goethe, "is the humanization of the whole race." As the student reads, his companion may be Romeo or Scarlet O'Hara, David Copperfield or Tom Sawyer, Hamlet or Huckleberry Finn, Ivanhoe or Becky Sharp, Hepzibah Pyncheon or Tom Joad. Charles Lamb on a certain occasion was asked to meet a man whom he disliked. He refused, saying, "I want to hate him, and I cannot hate a man whom I know." Narrow sympathies are the result of a limited acquaintance with life and humanity. Antipathies are dispelled as people learn to know each other better.

The teacher of literature is a teacher of life. He has to do with the very stuff of human experience. If he does his work effectively, he undoubtedly widens the student's range. The teaching of Whittier's *Snowbound* might serve as an illustration of this. During my own years of teaching I have noticed a difference in the typical student approach to this poem. Its rural background makes it comparatively easy for those who know country life, but as our civilization grows more urban, we are likely to meet with boys and girls to whom "sty or corn-crib," "stanchion rows," "nightly chores," "littered the stalls," "the horned patriarch of the sheep" and other farmyard terms are almost as remote as language from "somewhere east of Suez." Some of the details of loading hay in Robert Frost's *The Death of the Hired Man* are highly meaningful to one who has engaged in that bucolic task, but miles and miles from the experience of most youth of the present day. Although the task of teaching material under such circumstances is more difficult, its value is even greater than it would be if there existed a closer experiential contact. In the case of the two poems mentioned above the urbanite is given glimpses of a world in which he has never lived.

He is given the chance to broaden his experiences by looking out on quiet hills and broad acres, framing a life into which he is given new insights.

Not for a minute should we be justified in taking the position that the primary value of literature is sociological. Yet its pages are rich in that which gives a clearer understanding of social backgrounds and forces. To leaf through the table of contents in many collections of literature clearly illustrates this. For example, in the volume on *The American Scene* in the series known as *The Realm of Reading* (*The American Book Company*) one cannot help being impressed with the presentation of innumerable aspects of our many-sided national scene. Under a section entitled "Cities and Towns" we find poems of the type of Carl Sandburg's "Chicago," Don Marquis' "Towers of Manhattan" and Edgar Lee Masters' "Seven Cities of America." In another section bearing the caption of "Traveling Westward" typical selections are a description of "A Dakota Wheatfield" by Hamlin Garland, a typical Bret Harte story, "The Iliad of Sandy Bar," and a poem entitled "By the Pacific Ocean" by Joaquin Miller.

This reflection of social phenomena in literature is especially noticeable in modern regional fiction. Practically every part of the United States has been mirrored in the novels of recent years.

The following are a few of the numerous sectional portraitures of parts of the Middle West: *My Antonia* (Willa Cather), *Country People* and *New Hope* (Ruth Suckow), *State Fair* (Phil Stong), *Giants in the Earth* (Ole Rolvaag), *The Foundry* (Albert Halper), and *The Farm* (Louis Bromfield.

Regions farther east are represented by such novels as *Windswept* (Mary Ellen Chase) *The Foolscap Rose* and *The Three Black Penneys* (Joseph Hergesheimer), *As the Earth Turns* (Gladys Hasty Carroll), *The Last Puritan* (George Santayana), and *The Late George Apley* (John P. Marquand).

Gone With the Wind (Margaret Mitchell), *Barren Ground* (Ellen Glasgow), *The Yearling* (Marjorie Kinnan Rawlings), *Death Is a Little Man* and *Long Meadows* (Minnie Hite Moody), and *So Red the Rose* (Stark Young) are but a few of the novels primarily depicting the South.

This brief list is intended to be suggestive rather than comprehensive. Without a doubt it will bring to the minds of many readers other novels which depict the life of certain parts of the United States with more or less truthfulness.

The teacher of literature should most certainly avail himself of the interest which is sure to be manifested in books dealing with the region in which he teaches. Here is a chance for a direct and valuable literary contact which should not be neglected. But in this connection a word on the other side is imperative. Regionalism in literature must not be confused with provincialism. It is unfortunate to the highest degree, if works of fiction without any standing or merit, produced by "vanity publishers" and puffed by author-written contributions to local newspapers, are proclaimed as contributions to literature. These sometimes present a serious problem for the teacher. Although the local appeal of real novels can be used to a high advantage, pseudo-literature has no place in the classroom, or anywhere else.

There is another social value in literature the importance of which can hardly be exaggerated. Without a doubt good literature makes a vital contribution to the development of desirable conduct and ideals. It inculcates loyalty to the best of a people's heritage. In time of war we are prone to lay especial emphasis upon teaching American ideals. Literature, as well as other subjects, is deliberately bent in that direction. During the First World War textbooks were prepared for this particular purpose and today history is repeating itself in this regard. Even if not all of these courses laying specific emphases upon the teaching of our national ideals have been highly successful, we have no quarrel with such an effort. In these hours of stress, however, we can become too conscious of this phase of the teaching of literature. The fact is outstandingly true that no American literature can be successfully taught without the inculcation of American ideals.

Any well-taught course in English literature gives the student a clearer understanding of our Anglo-Saxon heritage. Henry Neuman in teaching *American Ideals Through Literature* (United States Office of Education, Bulletin No. 32) brings out some of the reasons for the potency of literature in the development of ideals in the following words: "It selects for its themes the hopes that a country cherishes most widely and most ardently, and it sets forth these in the appealing garb of beauty. As we shall see presently, no noble American aspiration has ever lacked voice to utter it in song or story. Is it political liberty, is it brotherhood, is it a plea for justice or a passion for a better world order? Somewhere we may be sure a poet has framed to music what thousands of his countrymen are thinking and what they see and feel more vividly once they have heard his words. For it is the mark of all good literature that it possesses this rare power to clarify and strike home. Often a single mighty phrase will light up the dark places of the mind and burn its way to the depth where motive powers are generated. At no time do heart and brain better reinforce each other than when the appeal is uttered in the beauty of literary art. . . ."

It goes without saying that this does not mean that literature is to be taught either as history or sociology. Yet if it is presented unrelated to historical or social backgrounds, the result is simply confusion. For example, one of the transcendently great American

poems from any point of view is Whitman's "Pioneers! O Pioneers!" Here we have, in the march of vigorous, ringing, soul-stirring verse, epitomized the winning of the West, the rumble of the ox-drawn, white-topped Conestoga wagon, the Iliad of the canebrake, the Odyssey of the frontier, the onward march of "tan-faced" men and women, the "youthful sinewy races," "impatient, full of action, full of manly pride and friendship" debouching upon a "newer mightier world, varied world."

To think of teaching this poem and ignoring its historical implications is revolting to every principle of sound pedagogy. This is, to an exceptional degree, illustrated by the following lines:

"Central Inland race are we, from Missouri, with the continental interveined,
All the hands of comrades clasping, all the Southern, all the Northern."

John Fiske has called attention to the fact that Massachusetts and Virginia were the two great distributing centers of the Anglo-Saxon civilization in the New World. The student of social history even today as he crosses the Middle West can see unmistakable traces of this distribution. In states like Ohio and Indiana he finds transplanted Virginia communities in the South and transplanted New England villages in the North. In Missouri the two lines come together. Nowhere in history is this truth more compellingly expressed than in Whitman's lines. The teacher who does not bring this out is not teaching. He is simply going through motions. The teacher of literature from the very nature of the material with which he deals must emphasize its social significance.

BUILDING THE COMMUNITY

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TECHNIQUE is particularly important in community building because the process of education in this field is so closely related to and even intertwined with the nonschool community. No phase of technique in community building is more important than use of community resources and technique in the classroom.

USE OF COMMUNITY RESOURCES

A teacher in community building must know the resources of her community before she can use them effectively. She must, in fact, know a good deal about them before she can plan the term's work effectively. If a teacher is not familiar with the community in which she is to teach, a day or two spent in looking over the community prior to planning the course is a big help in getting the course off to a good start and in avoiding difficulties later.

The preliminary survey should locate and group—by type of institution and geographically—the leading resources. If it is possible at this time to contact those in charge of some of these resources and win their cooperation, an important advantage may be gained.

As the time for the use of each resource approaches, plans for its use should be laid with care. In many cases the use will consist of either a visit by the class or a survey and report by a committee from the class. The key to a successful visit or survey is learning in advance how to look rather than what to see. The former promotes an open mind; the latter suggests conclusions.

Some community institutions are willing to do far more than reveal the nature of their own work. They are willing and often eager to cooperate with the school in creative activities. Many families —especially if they have children in school—are glad to cooperate with the school in community building but hesitate to take the initiative because they do not know how to assist or because they wish to avoid seeming forward. A teacher who is able to contact families tactfully and win their cooperation has tapped invaluable sources of community power. The church, other religious organizations, and their leaders are generally glad to cooperate along lines of character building and good citizenship. Many recreational agencies — generally the noncommercial ones—will cooperate in the same fields. Local newspapers—sometimes local radio stations—are ready to lend a hand to educational community building when editors are convinced the effort is along constructive lines. Other community institutions, too, are glad to work with the school.

Community resources can be brought into the school with some degree of effectiveness by speakers from those resources. In some instances speakers do little more than introduce the resource preliminary to a visit or survey. In others they take the place of visit or survey.

As many resources — especially those of the larger communities—cannot be visited, arrangements should be made to get as much material as possible from these by various means of communication. The amount and type of this ma-

terial will depend to a considerable extent on funds available for its purchase. Usually funds for the purchase are small, so that the ingenuity of the teacher must get as much as possible at small cost.

Fortunately many agencies are willing to send illustrative material concerning their own work free. A score or two of judiciously placed postal cards are likely to bring in some valuable material. Although the cost of these postal cards is usually borne by the teacher, she is likely to be repaid in peace of mind due to a more smoothly functioning class. Student participation in gathering illustrative material should be encouraged. One has to use this method with great care, however, because many students can hardly afford even a few postal cards or carfare to an agency.

The greater the variety of illustrative material, the more effective the teaching, provided the material is geared to the central purpose and handled effectively. Suitable items include year books, pamphlets, leaflets, diagrams, photographs, paintings, sketches, films, lantern slides, models, plants—even pets and other animals. Anything, in fact, which illustrates or explains an aspect of community life or a factor in it.

The value of this material depends in large measure on the efficiency in dealing with it on bulletin board or in workshop. Bulletin board exhibits—even the daily ones—require careful planning. That which finds its way into the workshop needs to be sorted and organized with care. Much of it should be mounted and filed for future use.

A careful reading of a few copies of a newspaper and a careful survey of radio programs with community building in mind will suggest ways in which press and radio can create interest, provide information, and promote critical thinking.

All current events may be considered community resources. They reveal vital truths about community conditions and provide a basis for judging community controls. In a sense they are the fruit—sweet or sour—of community resources in action. They indicate how well our communities are built.

The present war is a particularly meaningful current event. All wars have a strong tendency to arouse feeling but the nature of many wars scarcely invites deep or sustained thought. The present war is different. The character of the struggle is such that every community builder needs to understand the nature of the struggle. In discussing the various freedoms as well as the problems of peace, this most important of current events can be used to train in thinking democracy as well as in fighting for it in time of war and peace.

TECHNIQUE IN CLASSROOM

Some of the many points of classroom technique to bear in mind are:

Take facilities into account. Unless one has some equipment to promote a workshop there is no point in acting as if the classroom were a workshop. Get as much and as appropriate equipment as possible, but organize activities around what one actually has rather than what one would like to have.

Keep at hand a written list of the personal qualities and citizenship characteristics one is trying to achieve through community building. Look over the list when organizing a unit of work. An item here and there may suggest ways of putting additional meaning and creativeness into the unit.

Promote unity of feeling and of content. This can be done by choosing objectives in which all students may share. Participation arouses and strengthens feeling so that opportunities should be made for all to participate in workshop or classroom. Special effort should be made to tap the interest of reluctant students and draw them into work or discussion.

Provision must be made within class unity for the varied interests and capacities of individual students. If the class has clearly in mind the broad pattern of the unit of work, members find it easier to appreciate the contributions of one another toward the filling in of the pattern.

Train students to speak toward the center of the class as this promotes unity and maintains interest. If the class is seated in straight rows, it is wise for the teacher to change position from time to time so that students will find it more difficult to form the habit of reciting to her.

Commitees should be used often to train in group cooperation as well as to handle problems which are too extensive or difficult for each student to handle alone. They discourage the formation of cliques and provide practice in adjustment. Committees provide excellent opportunities to achieve understanding and decrease intolerance. Students who have worked together harmoniously on a committee are likely to lose a good deal of prejudice toward one another. As new committees are formed, students should be grouped differently from the grouping on old committees.

Be slow to take sides. This will prevent students getting the impression that a teacher is narrow and biased. Help bring out all the facts irrespective of the side of a discussion strengthened by any fact.

Soften inter-pupil conflict and criticism. Sharp exchange of words often leaves wounds which do not heal readily. They are certain to undermine the unity of a class. It is especially important to soften teacher criticism of individual students or their opinions. A teacher can scarcely be successful in community building if members of the class community feel unkindly toward her.

To promote student growth a teacher should remain somewhat in the background while students conduct workshop or classroom activities very much on their own.

Yet much of the life of a community-minded class should flow through her. This seeming contradiction is solved by the best teachers. They encourage and modify the work with a deft touch or suggestion here and there, with students scarcely realizing that hers is the guiding hand. If a teacher is careful to maintain good fellowship with various members of the class, they will be drawn closer to one another through her.

Detect student leadership early in the course, mold, and use it. In many instances students are more responsive to student than to teacher leadership. Getting class leaders vigorously behind the class program is a long step toward putting the program across. A good deal of tact is needed to prevent other members of the class from feeling that the leaders are being favored. Unless, however, good leadership is encouraged, bad leadership is very likely to develop and cause trouble.

Democratic school activity begets democratic habits which function beyond the school and after school days are over. Democratic technique pays dividends to democracy. A good rule is: When in doubt, act democratically.

Last, but very important, keep workshop humming and discussion lively. It is much easier to modify a changing community than a static one. Young people are happier when they are on their way even though they scarcely know where they are going. They enjoy community building more and will work better when they feel that things are really happening. See to it that they do happen!

A TEACHER CONFESSES

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IN THE late 1880's when I began my work as a teacher, the "Spare the rod and spoil the child" theory had not fully disappeared. Strange as it may seem today, physical hurt administered judicially with such "mental suffering" as might accompany it, was thought proper punishment for rank disobedience, malicious mischief or impudence. Was it all to the bad?

In our building there was but one rattan. It was kept on the ledge under the blackboard in my room—the ninth grade. A trip after this implement was often sufficient punishment for a youngster of lower grades. What Edgar had done that seemed to merit a whipping I do not remember; but I do remember that he was a handsome lad of thirteen or fourteen years, with black flashing eyes and red cheeks. I am using his correct name. The busy, successful man may have forgotten this aggravating mystery of his early school life, but I doubt it. If he hasn't, may he see this confession of one of his teachers!

It happened on Wednesday noon, the day of our half-holiday, before the all-day Saturday plan superseded the Wednesday and Saturday afternoon free time. When I got ready to deal with Edgar, he and I were alone in the building. After telling him, according to Normal School instruction, "with deliberation, dignity, and devoid of anger" why I thought he deserved punishment, I told him to hold out his hand. He obeyed. Just as the rod descended he grasped it from my hand, broke it in two pieces and threw it to the floor. Here was certainly a predicament for a young, ambitious, new teacher who wished to do her own disciplining. With a Mona Lisa smile, and a panic within, I dismissed the boy with, "I will see you tomorrow." Just why he waited outside, followed me to my home and paced up and down in front of the house for two hours, I shall never know. I had, before leaving the school house, carefully fastened the two parts of the rattan inside my ulster. Toward dark, the boy having gone away, I visited an upholsterer's, where I was able to match the broken stick as to length and size, and with the use of a little dirt produced a duplicate. This also was secured inside my coat and it then being dark, coward though I was, I entered that lonely building, felt my way to my room, and laid the rod in the accustomed place.

As can be imagined, Edgar had boasted of his prowess. When I entered the yard the next morning, purposely late, coat unbuttoned, Edgar was gesticulating in the midst of an awe-struck group. Bowing here and there and with a cheerful "Good-morning" for this special group, I let them precede me as the doors opened. They fairly tore into the room, while I lingered in the hall. Then began Edgar's punishment, far more severe than that he had averted. I do not need to tell you what those boys said to him then, and for weeks afterward, nor of the contempt showed by the girls. He would have been a hero had not the rod, intact, been mute evidence of supposed falsehood. My pleasant manner toward Edgar also strengthened the feeling that his story was a yarn. "Cruel and unusual punishment," does some one say? Sometimes I think so too; but the other alternative, acknowledging my defeat and punishing the boy with the Principal standing by, would have hurt my standing with the pupils, as well as my pride. I think "the end justified the means." Never again did Edgar merit corporal punishment while under my care. I wonder why.

EXPLOITATION OF STUTTERERS

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STUTTERING has been, like many other anomalies of the human organism, a subject of speculation for two thousand years. Galen, Bacon, Aristotle, Hippocrates were some of the men in early history who discussed the problem. Etiologies and therapies have undergone changes according to the whim and fancy of so-called speech correctionists who proclaimed to have all the answers. Even today there are those who profess to know the ultimate truth to the point of guaranteeing cures and permanent rehabilitation of the stutterer. These folk fortunately do not occupy positions in colleges and universities where since 1920 a great deal of scientific research has been carried out. If educators continue to seek and respect discoverable laboratory facts, they must of necessity view this disorder of speech differently from the layman who operates on pseudo-scientific and arm-chair ideas.

It should be pointed out that the term "stammering" is now in disrepute in educational centers. This is due to the fact that stammering can connote almost any type of speech disorder from lisping to oral inaccuracy. In many parts of the world it is used to denote an impediment in vowel formation. The label "stuttering" has come to be used in this country as meaning tonic or clonic blocks of the breath stream—a symptom, not a disease in and of itself.

It should be of interest to the educator to know some of the facts which have been discovered anent stuttering.

Forty-five per cent of stuttering begins at the onset of speech and ninety per cent has developed by the time the child is eight years old. It is therefore primarily a disease of childhood. Forty per cent of stuttering disappears without outside aid by the time the stuttering child enters school. Nature, in other words, is very kind to a large per cent of stuttering children. But even so we have in this country upwards of a million and a half people who are afflicted with stuttering.

There are many differences between stutterers and normal speakers. The amplitude of the achilles and pateller reflexes is different in stutterers. Visual acuity in monocular and binocular vision differs. In the height of a myospasm there is a reduction of reflex time, and the tremors of cortical origin are obliterated. Eye movements of stutterers in oral and silent reading are different from normal speakers. Differences in voice waves and breathing have been found. The flow of nerve impulses from the central nervous system to the speech muscles differs markedly from the flow to the speech structures of normal speakers. Differences in the pupillary reflexes have been noted. In physical habitus the stutterer is unlike the normal speaker. Differences in metabolism, composition of blood and humors have also been found.

In many respects stutterers *do not* differ from the normal speaker, viz., anatomy of speech organs; ability in making phonetic sounds; relaxation; emotional security (unrelated to the defect); ability to use the speech mechanism, arms, legs, etc., as distracting devices; breathing during free speech; intellectual acuity; social status.

Pseudo-scientific workers with stutterers, evidently are not aware of the above stated findings, otherwise it is inconceivable how they can base their etiologies and treatments on related facts which do not differentiate the stutterer from the normal speaker.

Because of the fact that in a talking world a person who speaks haltingly feels out of place, he is all too eager to fall prey to all sorts of advertisements guaranteeing cures. Parents are usually over-anxious to have their stuttering child rehabilitated and they all too easily fall for "quackery." It is at this point that the stutterer is exploited, because the pseudo-scientist (if he can be called a scientist at all) not only advertises cures but makes diagnoses by mail. This method intrigues parents of stuttering children as well as the adult stutterer whose defect is of long standing.

Many of these "Schools for Stutterers" are directed by people who have at one time stuttered and through use of some trick device were able to get rid of the severest part of their speech handicap. Oft times they have merely successfully employed the "trick" to keep from stuttering. This process doesn't seem unethical when it is a personal affair, but when the device is used to guarantee a cure for all stutterers one might be inclined to doubt the ethics of such procedure.

If one is interested in "trick" devices, I may say that in five minutes almost anyone can teach a stutterer to successfully become distracted from severe spasms by showing him how to snap the finger, wave the arm, stamp the foot, smile, protrude the tongue, swallow, etc., on feared words. It doesn't appear to be good finance to spend from $150 to $1000 to take training in these technics. But when a guarantee is given a patient it is difficult to resist a trial at such schools. The tragedy of it all

comes at such a time when the poor stutterer's "trick" becomes as noticeable as the stuttering spasm itself, and the stutterer stops using the distracting device, and he is again in the throes of the stuttering spasms.

This is not the place to discuss more scientific methods now in use for the improvement of the stutterer's speech. Suffice it to say that educators should look askance at psuedo methods and acquaint themselves with reputable speech clinics,* where there is no thought of possessing the complete answer to the question, "Why does a person stutter?" Central dysphemia (of which stuttering is a peripheral symptom) cannot be looked upon lightly if one is to maintain one's ethical sanction in scholarship. There is no reason to believe that the answer to the stuttering problem is to be discovered in this century, in spite of the fact that many people are foolhardy enough to believe they have found the answer. One must never forget that speech is not only the most recently acquired function of the human being, but also the most complicated he has yet learned. And when speech is once dethroned, it should not be assumed that some simple device is going to permanently re-enthrone it to its rightful place in the hierarchy of nervous development. One does not speak with the tongue, lips and soft palate alone. The entire organism is involved in the act of talking. And more important to remember is the fact that a talker is a person whose entire psychophysiologic makeup is activated, when one person expresses a thought or an emotion to another, by means of articulation.

It would appear, then, that the treatment of any disorder of the human organism, especially when it happens to be a symptom, should involve the consideration and the management of the entire personality. The least educators can do is to behave as if they were aware of the possibility that human beings can be exploited—in particular, the sensitive, the much-worthwhile human being — the stutterer.

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MAKESHIFTS WON'T DO

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We are feeling driven; demands are pressing in upon us from all sides—father, mother, big brothers, big sisters are all being torn from their usual routines to take an active part in war work.

What of the children? The older ones can take it—certainly they can adapt themselves to the new home situation if in their early years their sense of security and confidence have been established. It is the younger children who are suffering—they are the ones who are bearing the brunt of a situation which they are not yet equipped to meet.

Can we not send them to grandmother? She and grandfather have a big house, ample grounds, old Mary in the kitchen who has been with them for years—why is this not the ideal place for Debby and Tom? Grandmother is devoted to the children and will give them every moment of her attention.

Yes, that's the trouble. Debby and Tom should not have every moment of anyone's attention—grandmother's, mother's, or anyone's else. Nor would they if home were running as it had been and mother and father were still able to live a normal family life.

Grandmother likes peace and quiet; and she will have it cost what it may. Debby and Tom need noise and fun, an occasional squabble, the running up against discipline, and even healthful ignoring at times. They will not get it at grandmother's.

But perhaps the children need not be moved; perhaps Nora-in-the-kitchen is impervious to the lure of a defense plant wage and would like nothing better than to take over the children's care. Can Nora be a good substitute for mother and father? Much as she loves Debby and Tom, her interest is only in their immediate needs and not in their future development. She will spoil them mercilessly—partly because she wants to give them any pleasure of the moment and partly because, like grandmother, she, too, wants peace. Nora must not have the children.

Well, there are schools. There are schools so different from the old-line boarding school as to be almost unrecognizable. There are schools modeled on the home life of an ideal family—where children are loved and not indulged, where the long view is taken, where there is rough-and-tumble play with happy noise not only tolerated but enjoyed. In such schools, there are adults trained in child psychology, temperamentally loving children but wise enough to fit the need of the moment into a larger pattern; because of their experience and training, they are able to see each child's present in relation to his future.

Let Debby and Tom go away to school. No, this was never part of our planning for them—boarding school was vaguely thought of as belonging to their later years. But we are at war. Our homes are being broken, our social life is abnormal, and, no matter what it costs us emotionally and financially, we must bring the young children through with a minimum loss of security.

Find the right school. Make sure that it is manned by adults who are able to lead your children into the adjustments which they must make—where, with no sense of personal loss, they can be proud of the fact that mother is a war worker and that father is in uniform.

AN APPROACH TO CREATIVE WRITING

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A QUESTION that often arises in the mind of the average classroom teacher is, "How can I, who could no more write verse than the man in the moon, encourage others so to do?" Although one can not teach creativeness, one can supply conditions conducive to it. "Appreciation can be caught, not taught."

What are the conditions? The teacher must have a sympathetic, friendly attitude. She must sincerely appreciate the greatness of others if she wishes to engender similar ideals in the minds of those whom she teaches. She must have the kind of tact that can find a word of praise for the creative attempts that are submitted for her criticism, the criticism that will either inspire or cripple new effort. The teacher must have humor, and patience.

The most illustrious painter does not simply stand before a canvas and produce a masterpiece, without much arduous study; so a teacher can not stand before a class and say, "Today, children, we're going to make up our own poems."

Before attempting creative composition, the teacher should build a background of appreciation for the effective work of others. In order to create, one must appreciate, and in order to appreciate, one must comprehend. How should the teacher do this, and when should she begin? In kindergarten, if not before! Appreciation is a continuous process, and any gap along the line surely does not build a stronger structure.

Varying with the educational level, the teacher should develop the value and power of words. In kindergarten, the child loves nothing better than to dramatize the difference between running, skipping, leaping and flying. He may show how the blackbird "snipped" off the nose of the maid hanging clothes on the line; how the cow "jumped" over the moon, how Humpty Dumpty had a "great fall" rather than a mere tumble. Later on, the child's attention should be drawn to the use of forceful adjectives, adverbs and verbs. A suggested list of "picture words," "action words" and "words that tell how" follows:

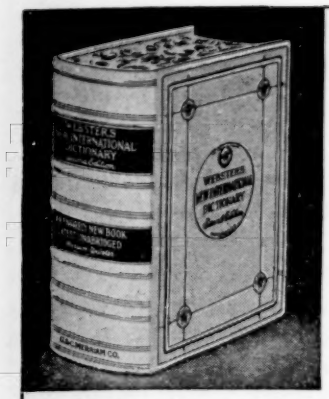
Jane had a *big, rosy* apple.
The flag *waved* against the *blue* sky.
Merrily, merrily, the child *skipped* down the street.
The brook *leaped* and *swirled dizzily.*
Hark! The *frozen* bells of the temple are ringing!
Her eyes were *golden,* and her hair was *bronze.*
He touched the *fuzzy yellow* flower *gently.*
There were *black* pansies and *purple* daisies.

The fact that there were "tall-stemmed, red roses in a crystal vase" is more convincing than "flowers in a vase." "The weeping willow bent over the side of a little pond" gives a more definite picture than "The tree was near the water." The child should be taught not only to notice, but to improve his own oral and written English in the same manner. Thus creative composition begins.

Similarly in poetry, the teacher may indicate the effective in word and phrasing. Lists may be made and copied into notebooks as future aids in the creative art. Quaint wording and poetic devices should be noted, also, to see what makes poems "tick." "Glad that I live am I" will be observed as a turned around sentence. "Yet know I how the heather looks," "To be to others kind and true" are others. The word "spake," in the line, "Thus boldly up and spake" was used to rhyme with take, and that is a rhyming scheme. "Shoon" for shoes, 'tis, 'twill, 'twere, o'er should all be explained as aids in the craft. They simplify questions as to metre, rhyme and euphony.

Words should be discussed endlessly. In a very simple manner, the teacher may trace a word to its origin in order to give a full appreciation of its intrinsic worth. The word "curfew" may be explained to a fourth grade group as beginning in the French language. A picture depicting peasants in the act of covering a fire explains that, long ago, "couvre feu" was a term used by the people, to signify the end of day. Time had arrived to "cover fires" and return home. A bell rang as a signal to cover the fires. In time, the English language adapted the word, altered the spelling and meaning until it has arrived at its present meaning, "the ringing of a bell at a fixed evening hour." The teacher may have a hard time to keep up with the queries of the class whose curiosity has been aroused by such questions as, "Where did we get that word? What did it mean then?" Thus, words achieve distinctive personalities.

A great deal of the best prose and poetry should be read to the children by the teacher, whose manner and voice may be the torch from which her pilgrims "catch fire." One way of presentation is to read several poems on a like subject, then encourage children



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to signify a choice, which may be copied into notebooks, or, better still, into memory.

As to learning, children often memorize by listening to the teacher's voice. They may not realize this until the day the teacher asks, "Who thinks he can say the poem about the dancing potatoes, or the one about the sugar plum tree?" Sometimes surprised at the unconscious mastery, one, or a score of children, will start uncertainly, proceed falteringly, and end rapturously. Always, there is high enthusiasm. One way to keep poems in mind is to have an anthology which includes old favorites of preceding grades. Occasionally, it is a good idea to borrow the anthology of the teacher preceding your grade (if she will be so gracious) and then the war for recognition is on! "Please read the poem about Jonathan Bing who went to visit the king!" There will be vigorous affirmation. Lips will murmur the old, familiar lines that Miss Fish read to them in the second grade. "Read the poem about one mother." A little shriek of joy will follow the suggestion, "Read *Overheard on a Saltmarsh*." Read —read—read—and so it goes. The children are not only appreciating with all their earnest little souls, but are building foundations for their own creative air castles.

One day as I stood before my second graders (a 2A group) I developed the idea that an artist meant more than a painter of pictures. We talked further on the subject, and the question arose as to whether everyone could create. Could little people? Of course not, was the prompt answer. Who made that sled of plasticene with a plasticene boy astride it? Aram did. It soon became clear that Aram had thought of the idea "in his own head," then with his hands set about the work of creating. After a period of cautious questioning, some one said, "Aw, pooh, I can do that. I can draw a picture, I can write a poem, I can . . ." That's the secret: I CAN! Abbe Dimnet in *The Art of Thinking* asserts that all poets and philosophers are children under ten years of age! He might have added that they grow up into rather phlegmatic adults when they shed the imaginative cloak of childhood.

So, we decided to "make a book," just like that! Since a school holiday was at hand, the suggestion that we write verses about holidays met with the entire approval of the group. Who could help? Everybody! Some of the less poetic children felt they could contribute to our great plan by illustrating the verses of others. Then we needed craftsmen to copy the product in attractive handwriting. Still another offered to sketch the corridor bust of Henry Barnard, to whom we dedicated the book. Everybody helped in some way or other. Those who wished to help with ideas, or words, did so. Others listened with lively interest and keen ap-

preciation. The verses included were the results of group cooperation.

A major weakness in the children's contributions was the wordy, unmusical line. One way to insure economy here, is to limit the number of syllables. This helps do away with the long, rambling, unrhythmical sentence. Meter, however, as well as rhyme, is incidental to thought expression, at this level. To encourage better form, the teacher may refer to a favorite poem and point out the uniformity of rhythm. Even children in the second grade can understand the necessity of working towards an ultimate pattern in poetry.

To stimulate thought, the teacher may ask such questions as these: Why is Hallowe'en a spooky time? What do goblins' noses look like? In the verse *Hallowe'en*, little Jerry supplied a line with his answer "like coffee pot spouts." Some lines must be developed and worked over, changing a word here or a phrase there, generally condensing thought into fewer words. The third and fifth lines in the first stanza give evidence of the use of simile at second grade level. Verses should be short. Included in the anthology of original verse were the following (two, unrelated to holidays tiptoed their mysterious way in):

HALLOWE'EN

Hallowe'en the ghosts are out
And goblins with noses
Like coffee pot spouts.
There are witches on broom-sticks
everywhere,
Like airplanes speeding through
the air.
Bats are flying all around.
Jacko's lighted on the ground.
Hallowe'en, with your good cheer,
Happy landings till next year!

The illustration accompanying this depicts "coffee pot" goblins dancing with witches. Cats, bats and all manner of eerie visitors associated with Hallow Eve, enliven the page colorfully.

The title of the second verse was learned during the French class. The children transferred their Christmas greeting not only to original Christmas cards of their own design, but to original verse as follows:

JOYEUX NOEL

I wish you happiness,
100% good cheer;
A merry, merry Christmas
And a joyous New Year!

A Christmas tree, star a-top, the naked little New Year bidding farewell to the bewhiskered old year, comprises the illustration.

RAIN

How you sparkle, drop of rain,
Racing down my window pane!
Rummity tum, rummity tum . . .
Like the beat of a drum.

The whole world appeared drowned in rain on the day in which the above was written. Sound effects were not lost on the little verse-makers. Illustrating the quatrain was a man, heavily garbed in wet weather garments, striving to hold onto an inside-out umbrella. A long row of trees, bending underneath the fury of rain and wind, sends leaves scurrying along the ground.

ARMISTICE DAY

Hear the drums beat and the bugles
cheer,
And see the horses prancing!
Look at the happy drum major.
My! What a funny skyscraper hat!
Soldiers are very sad because
Their buddies who have fought
have passed away,
And everybody is sad, too,
Because it is Armistice Day!

A gaudily colored procession, headed with the drum major in the "skyscraper hat" marches across the illustrated page. The first verse evidently expresses the joy of the celebrated holiday, while the second brings to mind the tragedy attendant upon such a remembrance.

THREE MISCHIEVOUS MONKEYS

Three mischievous monkeys
Swing from tree to tree.
Don't they look comical,
These jesters one, two, three?

The word "jester" appeared in the reading lesson on the day the verse was written, and applied to a picture study, which resulted in *Three Mischievous Monkeys*. An amusing illustration accompanies the composition, which is represented by three decidedly impish looking monkeys swinging from a tree in a jungle, in which elephants parade and lions cavort.

The "book" was covered with long sheets of orange construction paper, stitched, entitled, dedicated and placed on the reading table where the little artists enjoyed reading the verses and admiring their handiwork. Henry Barnard would have approved their "satisfaction of the labor" as well as their entering "into the harvest" (to quote that illustrious gentleman).

And what of the teacher's harvest, anent creative composition? There is the thrill of watching the hidden spark of power, latent within the human mind, leap into forceful flame underneath her guiding touch. There is the abiding satisfaction that pilgrims assigned to her care, have been directed towards shrines of truth and beauty because she happened along their way, via the teaching profession. There is the knowledge that she has given to her followers a very definite means of self-expression, perhaps a "safety valve" in time of need; and surely, the teacher has helped develop a keener appreciation for the work of others. Who knows, she may have started a St. Vincent Millay or a Frost upon the creative way? And there is the thrill of realization that she, herself, has become a better person, by means of such aesthetic service!

LET'S LOOK AT WARTIME GUIDANCE

ESTELLA DYER
Mount Vernon Junior College
Mount Vernon, Washington

THE schools of the nation are fighting shoulder to shoulder with every loyal citizen to save our way of life. We must win this war, there can be no mistake about that, but we must also win something more if democracy is to flourish throughout the world. We must win the peace that will follow. To insure freedom and justice for all mankind is not a task that can be accomplished quickly and put aside. It is a job that must go on for many generations. It means that the children of today as well as the children of the generations to come must be ready and able to take up the work and to carry it forward.

To make the task more difficult, there are those who imply that during a national crisis the time spent in school and in study is of little worth. Apparently, they do not recognize the values derived from a study of English, history, or foreign language, for example. They do not feel that participation in activities and other school affairs will help to train the youth in straight thinking, in self-management, and in leadership. These same individuals suggest that it would be better for young people to spend their time on the production line and they give as their reason for this statement the fact that, above all else, we must win the war.

Truly the war must be won and any other termination is unthinkable, but, at the same time, there are other values that cannot be set aside. There can be no compromise between the two—we must guard against failure now, and we must prepare for the future at the same time. When every American is working at his greatest capacity and every plant is operating at its maximum output, surely this great nation can meet the demands of war without cheating the next generation of its heritage, the right to obtain an education.

In a democracy, no other course is tolerable. Ignorant leaders bring disaster, and since a democratic government can be no greater than the people who give it life, education must continue. It is the duty of every citizen to make certain that we do not sell out to the present and then move blindly forward toward a bankrupt future.

All persons and all institutions are affected by the rigors of war. To meet wartime demands, the school has revised some of its objectives and eliminated some of its program in order to concentrate on education for defense. The danger lies not in change, but in the possibility that certain vital functions may be overlooked. Of all educational activities, the guidance program should be the last to go. Every school and every teacher must participate in a well-planned and carefully administered school program if the aims of real education are to be approached.

Young people face many problems in effecting the transition from childhood to adolescence, and from adolescence to adulthood. These adjustments are becoming increasingly difficult because the youth is poorly equipped to solve them. Overnight his world has changed, his personal security

ANNOUNCING

Learning To Read Through Experience

by

LILLIAN A. LAMOREAUX, Ph.D., Director of Curriculum and Instruction, Santa Barbara (Cal.) City Schools; and DORIS M. LEE, Ph.D., co-author of "The Child and His Curriculum," etc.

BASED upon a study of the experiences of successful classroom teachers of reading in several different school systems, as well as upon the authors' own experiences and research, this book deals with reading as an interpretive process which necessitates a background of experience related to the subject of the material to be read, and shows the teacher of reading how to develop reading readiness through the utilization of child experiences. The book explains how to make and use various tools and devices for teaching reading and is illustrated with many helpful and interesting pictures. It is clearly written, practical, and complete.

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is tottering, and his adjustments are thrown out of line. The degree to which youth has been affected by this upheaval is indicated by the increase in juvenile delinquency since the war began in December, 1941.

What are the schools going to do for youth? Precautions are taken to insure his physical safety, many classes are being revamped and modernized, and new subjects are being organized to meet wartime demands; but what about his emotional needs and his spiritual growth—are these not equally important? Good mental health is essential for an active, useful life. Mentally unhealthy people are less able to contribute their full share or to reach their maximum efficiency at any time either when their country is at war or enjoying peace. The schools must recognize this need and continue to do something about it.

Last summer I visited a prison school where many of the inmates were still in their teens and early twenties. Most of them were good looking, pleasant young people who seemed more like the kind of students I see in my classes than young people convicted of serious crimes. I came away with the feeling that somewhere along the line the schools had failed to touch these students and that perhaps we should do a little more to help young people as individuals. Another member of the party disagreed with me and said that it was the home that had failed them and that the school could not be expected to assume the responsibility.

Dare the schools take this attitude? Dare they fail to assume some share of that responsibility? Teaching subject matter is not enough—every teacher must learn to work more closely with the young people themselves and to correlate the subject matter more definitely with the youths' own problems; hence, through these contacts to help all the students to make the most of their endowments so that they may have a better chance to develop into well-rounded individuals capable of assuming their rightful place in a democracy. In this hour of trial, the guidance of our youth becomes of paramount importance.

One of the goals in a guidance program is to stimulate good mental health. Good mental health is the reasonable and comfortable adjustment of the person in all areas of his life, such as the home, play, citizenship, earning a living, and spiritual life. Failure to recognize the importance of any of these areas and failure to give it its proper place will lead to mental indigestion.

Many young people are unable to deal with problems in adjustment without outside help because they do not possess the breadth of vision and the variety of experience necessary to give them understanding. They know that they are unhappy, but they do not know why. They keep seeking for something, but they do not know what it is. They want to find a useful and respected place in society, but they do not know how to go about it.

What can the classroom teacher do to help? In spite of more attractive offers, he can stay on the job doing his part by teaching young people to help preserve our way of life, and by staying with that job until he is convinced that his services would be more valuable elsewhere.

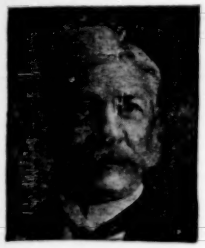
Each teacher can make a special point of being just a little kinder to those who need kindness, of showing a little more personal interest in those who need attention, and of providing a safe and comfortable "listening post" for those who have no other place to go for help.

Every class can be enriched by adding a well-planned personnel program which will have for its goal not only the stimulation of personal development along all areas of life and the improvement of mental health, but the encouragement of students to seek help in solving some of their problems which arise during the year. When such activities are a part of every class and are tied in with the objectives of the course, the subject takes on new vitality and the students are more apt to feel that it has an integral part in their lives. When the plans are carefully made, the time required can be reduced to a minimum.

Working with individual students is worth every minute and effort expended although the teacher is often unable to observe and measure results accurately. Certainly, a teacher who devotes a few minutes to helping a student overcome some obvious handicap is doing work of lasting value. Helping to give another confidence in his own abilities and showing him how he can make the best use of them is of real benefit to the youth. Turning the attention of the class or of individuals toward the need for critical and impersonal self-evaluation which has back of it the desire to improve can offer real possibilities for the alert teacher. Following up these self-evaluation activities with individual conferences during which each student is offered help in planning a personal-improvement campaign is worth while. There is no limit to what can be done in the way of guidance without detracting from the subject that is being studied. In fact, rather than losing from the time spent in this way, the students will be able to obtain more from the work than they otherwise could.

Somewhere during this difficult year each teacher must try to give his students the courage to meet an uncertain future without fear, to give them inspiration that will enable them to do their best, and to give them help in planning for useful, happy lives.

Adequate personal development is not a haphazard thing that grows simultaneously with the years and with progress in school, but rather it is something to be conceived, desired, and nurtured as carefully as any other growing thing. A sound school personnel program



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plus the conscientious and willing activities of every classroom teacher is essential.

It's a pretty big job and heavy responsibility rests upon the schools and upon the teachers, but this time we dare not fail to meet the challenge. We dare not take a passive attitude for the stakes are too great and the danger is too near our own door.

TWO YEARS OF TEACHING HAVE TAUGHT ME . . .

THOMAS D. HORN
Washington Elementary School
River Forest, Illinois

HAVING more or less successfully made the transition from college into the teaching profession, I sit in contemplation of those things I wish I had known when first beginning my career. The review of these items makes up the body of this article.

First on my list would be humbleness toward experience in teaching. Experience is something no college can teach, and oh, so many bright young graduates begin teaching with an air of disdain for the "old hands" at the game.

Second, which probably should come first, is a genuine liking for children, with all their faults (plus yours), fun and cussedness. If your pupils make you see red more than twice a day, then go into the contracting business. A well developed sense of humor is an integral part of this second point.

Next, be progressive in the sense of always improving, of continually devising new methods of teaching, and of not being afraid of using techniques found to be successful, even though twenty years old . . . or more. Don't think you're progressive (the word has a variety of definitions) just because you let the children enjoy themselves, or allow them to "plan their day." Also remember that an activity program doesn't mean violent movement.

Be calm, but don't be afraid to show enthusiasm. That old wheeze about Rome not being built in a day is very applicable. If you wish the children to remember something, teach it again and again. Patience will be rewarded, though many times in devious ways.

Learn from your contemporaries. Don't feel that you are the latest model of modern education . . . keep your eyes and ears wide open. Usually older teachers will want to help you all they can, so let them. Give them credit for whatever help you use, and welcome their suggestions, even though you may never utilize all portions.

Be willing to give and take . . . ideas, decisions, or what have you. Don't be afraid of declaring your stand. Argumentation and debate make up one of the neatest devices for formulating your ideas. Stand upon your convictions, but be ready to change them in the light of adequate facts. Two notes of warning: "Keep your neck in" on dangerous ground, and beware of those supervisors whose conception to "give and take" consists of "giving it" while you "take it."

As an addendum to the last point, recognize differences of opinion with your fellow teachers. You'll have plenty of them, and at the same time, recognize your own limitations. Don't be afraid to say, if you believe it, to another teacher, "You are doing a better job than I in this particular area." On the other hand, don't claim superiority except in the recesses of your private den.

One of the important attitudes to be developed is absolute integrity; moral, mental, and professional. It is quite simple for a young teacher to fall in with the "backbiters" . . . those lovely personalities who delight in criticising, complaining, and knifing each other, other groups, the administration, or the board of education. Their general attack is from behind, not frontal.

Make as many professional contacts as you can as the opportunities occur. Affiliate *and* participate with the local and national educational organizations. However, take care not to descend to the class of "joiner" . . . the person who joins everything possible, and contributes nothing to any. Don't be satisfied to merely pay dues, but be an active member in the groups to which you belong.

Self evaluation from time to time will step up your teaching tempo. Be frank with yourself about the teaching you've done which has an unpleasant aroma. Tell yourself that next time it will be better, or else.

See what others are doing. Don't be nosey, but merely very interested in what other grades and classes are doing. Get an idea of others' problems by visiting the other levels of teaching. You may be surprised that the beginning reading techniques may give you just the answer you've been looking for in upper grade work.

Be careful of friction points with the children, parents, administration, and above all, the teachers. Try to understand why individuals feel the way they do. A fellow teacher of over fifteen years' experience pointed out it was our business to get along with

Pupils seek this aid

MRS. LAURA T. TYLER, social-studies teacher
Franklin Junior High School, Yonkers, N. Y., writes:

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those we work with . . . "even if it kills you." Smile cheerfully as you contemplate manslaughter. If the teacher across the hall can't stand to have the bulletin board moved, then by all means leave it where it is. Know the parents, for they are generally the answer to why their children are what they are.

Be facile and elastic. If something comes up which prevents beginning your social science at 10:05, begin it later. At first you must be rather rigid with your program, or confusion in the classroom may set in. As time goes on and you gain confidence, you'll find readjusting a program now and then, not too difficult.

Read professional literature whenever you get a chance. Don't put it off until summer school. I have found that my best motivation for reading literature is to gather ammunition for debates (known vulgarly as arguments) with other teachers. A quoted fact in the right place does wonders in nailing the lid down on an argument.

One of the most important attitudes the young teacher must develop is unfailing loyalty to his superiors, regardless of any conflicts in policy, ideology, philosophy, or personality. The teaching profession has enough difficulties without being concerned with internal sabotage.

Since everything eventually ends, thus also does this treatise. My last admonition to those who are still reading is to develop your own philosophy of education. Don't take one ready-made, but examine those of your contemporaries and those philosophies expounded in various educational texts. React to these, in view of your own experiences, and state your thoughts. Realize that philosophy never remains static, thus a few days or weeks may alter your opinions. My philosophy of education borders upon the mundane, but for the present, I let it rest upon these pages, naked in its practicality.

Speaking of School

RANDALL R. PENHALE
Principal, Iron River (Mich.) High School

When Student Initiative Lags

A perennial problem in schools which attempt to foster semblances of student participation in government is what to do when student initiative lags. The usual procedure for most student councils is to adopt with some fanfare at the beginning of the year a splendid calendar of activities. For the first few weeks enthusiasm runs high. Faculty advisers feel confident of ultimate success. As weeks and months roll along, the novelty wears off, not completely of course, as is the case with even adults. Committee chairmen fail to call meetings. When the council assembles, no reports are forthcoming. Criticism from the student body ensues, and the resulting comment is epitomized in words to this effect: The student council never does anything anyway. All they want is an office and a chance to get some free advertising.

The problem is double barrelled to advisers. Shall faculty advisers wait until pupils themselves realize that "time is a-wasting," or should we prod them into action? If the first choice is made, accomplishment is apt to be small unless our school is blessed with better than average students. If the second is chosen, the student body is frequently heard to say that the council does only what the teachers want or permit it to do. Cries of dictatorship sometimes rend the air, when if the truth were known, it is not dictatorship in action but democracy's inaction! Results are desired, but if they can not be achieved using normal student channels, what is "the right thing to do"? Are suggestions from faculty advisers in order?

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Returning Footsteps

A happy experience in these critical days is an occasional visit from former students now in the service of their country. It is pleasant when an encomium is dropped upon the school for its insistence on high standards of discipline and scholarship because these are the things which count in civilian as well as army life. Praise for work well done is easy to take when given by boys who formerly were lackadaisical and conscience free. The tragedy, of course, is that these selfsame boys were unwilling at the time to take our advice but now are only too willing to tell others how conscientious they should be.

An example will clinch the point. Our student government president left about a month ago for the army. The local draft board would have deferred him until after graduation had he applied. His parents, friends, and teachers urged him to finish the year. A patriotic desire to get into the fight along with his brothers stimulated his emotions to the point where cold reasoning was impossible. The student body bade him farewell in true American style. Today a letter arrived and now it reposes on the service men's bulletin board for others to read. The gist of his message is that senior boys should remain in school, get as much education as they can because "they (students) don't know how lucky they are."

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Victory Curriculum

With the coming of March and spring, an administrator's thoughts this year are not necessarily those of love but of the curriculum for 1942-43! Unless selective service quotas are materially reduced, secondary school attendance for next year will be confined to boys under eighteen and girls. Some authorities are already suggesting that curricula be considered in

terms of age levels rather than the traditional grades.

It seems quite certain that the times demand a stiffening of requirements, particularly for boys, to include: one unit each of mathematics and science; one hour per day of physical education. Other "musts" are fundamentals of machines, electricity, shop, and radio to be included in the aforementioned or in larger schools as separate courses.

Such radical departures from the standard offerings of previous years will call for careful advance planning by the faculty. Department heads will need to confer with their associates and the principal long before the end of the current year. The student body will need to be advised in the next few weeks in assemblies, home rooms, and personal consultations what the program for 1942-43 will include. Parents should be informed through the newspapers, PTA groups, etc. It is the wise administrator who will get much of this detail before the student body and the public for unhurried study and decision so that on the opening day of next September everything will be set to go!

I May Be Right— I May Be Wrong

WILLIAM C. McGINNIS
Superintendent of Schools, Perth Amboy, New Jersey

Safety Must Be Taught

The Perth Amboy course of study in safety education for the elementary schools is considered one of the best. While there is no definite course of study in safety education for the secondary grades, safety is taught in several departments.

The accident record in Perth Amboy is not bad. The schools are partly responsible for this fact. The schools, public and parochial, are jointly responsible with the police department for the fact that not for many years has a pupil had a serious accident while on the way to or from school.

Vacation periods produce more accidents than school terms. It is easy for children and parents to forget the toll of accidents, especially if their own families are not involved.

In 1940 in New York City more children under 15 died of accidents than of all the major contagious diseases of childhood combined, and more children died as the result of accidents in the home than from motor vehicle accidents. The record of children's deaths from accidents for 1940 in New York City was: home accidents—160; motor vehicle accidents—117; other accidents—56; total—333.

Children's deaths from contagious diseases: diphtheria—10; measles—3; whooping cough—49; scarlet fever—14; poliomyelitis—5; epidemic meningitis—15; smallpox—0; total—96.

In 1940 in New York City falls killed more people, both children and adults, in their homes, than were killed by motor vehicle accidents, and most of the falls were caused by tripping over objects carelessly left where they did not belong.

Every teacher should impress upon all pupils the importance of avoiding accidents.

Bridging the Gaps

Some teachers need to give more careful consideration to the question of report card marks and the actual educational achievement of the pupil.

We all know that tests and examinations are far from being one hundred per cent reliable as measuring instruments, but a standardized test or even a school made test, if repeated or given in alternate forms, should give a fairly accurate picture of a pupil's attained ability in a school subject.

It is sometimes amazing to know how far off is our opinion of a pupil's intelligence or achievement from what it really is. Sometimes we overestimate and sometimes we underestimate the pupil's intelligence or educational achievement. A result of the latter is that there are gaps in a pupil's knowledge of subject matter. Sometimes normal children in a seventh grade lack

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some fundamental arithmetic skill or reading ability that belongs on the fifth grade level. The remedy in such cases involves diagnostic testing and remedial teaching. It too frequently happens that available diagnostic data are ignored in teaching.

It Seems to Me

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

Cumulative Records Should Be Concise

You may be planning a new type of cumulative record card. If so, keep two points in mind: (1) make provision for all necessary data; and (2) do not make provision for irrelevant information.

(1) In respect to number 1 it is a problem to distinguish between the important and unimportant — to decide just what constitutes necessary data.

The point is not that teachers need no cumulative records, but that the records contain only basic data that actually will be used. Among such data are the name, birth date, address of the child, names of parents, names and ages of brothers and sisters, achievement in standardized tests, I.Q., attendance, marks for each semester, grade, promotion, attitude and a blank space for key remarks by the teacher. This blank space can well be one of the most important parts of the card.

(2) Some cumulative cards are too long — from six to twelve pages. Recording such cards requires too much of the teachers' time especially since few teachers use all the data. An instructor's primary duty is teaching — unnecessary clerical duty infringes upon that obligation without any adequate compensation. One has only a certain amount of time — if he uses it in one activity it is not available for another.

Long personality records are tedious and boresome. The observing teacher can soon diagnose the most outstanding phases of each child's nature and then proceed upon that basis. Then again, children are not always what they seem — much that they do is occasioned by the teacher — much, too, is due merely to the shifting nature of childhood and youth — "It will all come out in the wash" has practical educational implications.

The opposition voiced here is not to short cumulative cards but to long, rambling ones. Certain data are necessary to understanding the child and in helping him make adjustments while others have insufficient compensatory value.

Let's provide for recording only that which is basic and practical. After all, teachers are studious and alert — they can soon analyze many characteristics of the child sufficiently for all useful purposes.

Good Morning, Teacher

RUTH C. FREY
Ottawa, Ohio

A Special Interest Corner

The school is designed for child growth and the best means of growth is activity. Your school room, then, must be sure to give the pupil an opportunity to act for the good of the group as well as for himself. You note I am not advocating complete freedom. Only the person who has already learned self-control and social responsibility can be treated to entire self-direction. The rest of us have to take our freedoms circumscribed by a judgment more fully cognizant of the entire field than is our own at that moment.

Within his limitations every child must have a chance to do. ties by your adjustment of school You will provide those opportuni- environment to every pupil. One of the easy ways to arrange for pupil participation is to plan a special part of the room for child offerings. Call it your interest corner, or your activities zone, or what you like, but let it be filled with pupil-chosen materials. This will need directing, of course; children without initiative will have to be given suggestions, while especially imaginative pupils will have to be checked at times. With older pupils I have practiced for years devoting a corner of my desk in plain sight of all to whatever may be brought in and left for a day or two. Here's a partial list of what we've had—a walrus tusk; salt from the Great Salt Lake; kodak pictures; picture postcards; books notable for size, binding or content; various fruits; puzzles; flowers; a lizard; mounted butterflies; watch-charm with four-leaf clover; a starfish; a human skeleton—this required a table rather than a desk corner; pottery; blocks; stones; and so on ad infinitum or ad nauseam. Each article could be handled, asked about, discussed for a few minutes with its owner. Often the owner learned as much as the other students. The teacher learned much both in material and in human resources and family treasures.

Questions

Were none of the treasures broken or lost? To my knowledge nothing unfortunate has ever happened to a specimen brought in for our pleasure.

Do all pupils offer material? No, but perfection is something to be worked toward, not realized in dealing with human beings. Those who do not offer often take part in the search for data upon the offering and so contribute their share.

The News Digest

OF EDUCATION IN ACTION

McClure Chosen Head of A.A.S.A.

WASHINGTON. — Superintendent Worth McClure of Seattle was elected president of the American Association of School Administrators last month by the customary mail ballot and has assumed his official duties. He succeeds Supt. Homer W. Anderson of St. Louis, Mo.

Through his work as editor and contributor to educational yearbooks and professional magazines, his interest in keeping the school program attuned to community needs, and other professional activities, the Seattle superintendent has a wide acquaintance among the school administrators of the country. The Department of Administration and Supervision of the Washington Education Association and educational leaders of the state and the Pacific Coast were active in promoting his election.

Postwar Schooling At Government Cost?

COLUMBIA, MO.—Men drafted out of school and into the armed forces should be allowed to return and finish after the war at the expense of the Government, either State or national, Mrs. Franklin D. Roosevelt told a group of University of Missouri students here.

She said it was her personal hope that students who wanted to return to their studies after the war could do so at governmental expense.

Says U. S. Fails to Use Business Schools

NEW YORK. — A recommendation that the Federal Government utilize the 1,800 private business schools of this country to a greater extent than now takes place was made by Dr. J. S. Noffsinger, Washington representative of the War Emergency Council of Private Business Schools. Dr. Noffsinger charged that the government in many instances is in direct competition with these schools.

Speaking before several hundred members attending the Winter conference of the Business Education Association of New Work, Dr. Noffsinger declared that this group has available 11,000 trained teachers, ready and willing to help prepare men and women for secretarial work. Seventy thousand typewriters, he added, are available for instructional purposes.

At present the personnel and equipment are used less than 50 per cent of capacity, he said. While the Civil Service Commission is scouring the country for competent clerical help, the business schools for the most part are ignored in the broad training program, he declared.

Janitor Strike Closes Schools

GARY, IND. — Strike of janitors brought a vacation recently to Gary's 22,000 public school pupils and also halted night classes for more than 1,000 persons training for work in defense plants.

F. M. Oberg, business representative of the Janitor's Union (A. F. of L.), said the janitors sought a 44-hour week, 50-week work year, two weeks vacation with pay, and overtime pay.

Army, Navy Rules Vary On Plans for Collegians

BALTIMORE.—Even though they are alike in many respects, fundameital differences exist between the Army and Navy educational programs which are to go into effect on 500 or more American college and university campuses within the next few months.

Basically the Army program is designed to train men for some definite military task and to give that training in the quickest possible time. For that reason little attention will be paid to academic courses or the traditional liberal arts subjects.

From the Army standpoint, the purpose of the program is to develop specialists for the fighting forces, the sooner to bring about a victorious end to the war.

On the other hand, the Navy will place greater stress on a basic academic or liberal arts background. Courses for the first two terms will emphasize fundamental college work in mathematics, science, English, history, engineering drawing and physical training.

Most controversial of the differences existing between the Army and Navy lies in the field of basic training. Under the Army program, students, with few exceptions, will be drawn from those who have already completed thirteen weeks of basic training. The students will have little to say as to the college to which they are to be assigned or the program that they will take on the campus.

In the Navy program, the men will not receive their basic training prior to their becoming part of the new reserves.

Within the coming year both the Army and the Navy will be utilizing to the fullest extent America's vast system of higher education. Despite any differences that may exist between the two programs, they are emphatically agreed on one basic principle—everything possible will be done to see that the armed forces of this country get the men needed to defeat our enemies.

Warns Against Break In Education

ALBANY, N.Y.—Dr. George E. Stoddard, commissioner of education, addressing a group here, declared that "if we neglect the child's education at any level, we shall discover that, as an adult, he falls down on important assignments."

We do not want a "war generation" of problem children, Dr. Stoddard warned. "Under the best of conditions," he added, "we carry a terrible load of delinquency, crime and maladjustment. We know that these troubles spring, in part, from personal and social insecurity."

Turning to a solution of the problem as it affects the parents, the child and the home he said that " a wartime solution calls for the recruitment of parents and children within all reasonable limits. It demands the same kind of attention to human needs that we customarily pay to the smooth running of the production line."

Would Limit Class Size to 32

NEW YORK.—The reasonable size for classes attended by pupils of average ability is about thirty-two students, according to a report submitted to John E. Wade, superintendent of schools, by the New York Society for the Experimental Study of Education and the New York Principals' Association.

According to the findings of the report, based on a survey by 200 New York public school teachers the reasonable class size for bright pupils is 34.56; for slow, 25.15; for heterogeneous, 30.75; and for average pupils, 31.70. In classes larger than 32, the report said, essential educational matters are neglected in varying degree and the teachers tend to know less about individual pupils.

Teachers Stage A "Sit-Down" Strike

PITTSBURGH, PENN.—Fifty school teachers at Ranking, a suburb, went on a "sit-down" strike to enforce demands for pay increases denied them by the borough school board.

Refusing to instruct pupils, the teachers forced suspension of classes in the high school and three elementary schools, and gave a virtual holiday to 1,450 students.

They held firm despite an ultimatum by Superintendent Dennis J. Sullivan of either teaching or going unpaid, after being informed that the strike had voided their contracts.

H. S. Students Offered Rifle Practice

IRON RIVER, MICH.—Rifle marksmanship training will be offered students of the Iron River high school under a nation wide program sponsored by the National Rifle association with the cooperation of the war department, it was announced by Clarence Larson, president of the Iron River Pistol and Rifle club, an affiliate of the national organization.

The first group receiving the instruction will be limited to 16, most of them seniors, who will take a 12-hour course.

R. R. Penhale, high school principal, said students will be required to sign registration cards and get permission slips from their parents to absolve the school of any liability involved in the handling of the rifles.

Commercial Educators Merge Meetings

NEW YORK.—In the interests of war economy, the 46th Annual Convention of the Eastern Commercial Teachers Association will be held this year in conjunction with the Spring Convention of the Commercial Education Association, at the Hotel Commodore, New York City, on April 21, 22, 23 and 24.

"War-Time Problems in Business Education" will be the central theme which will be developed through general as well as section meetings, all to be followed by discussions in which the audience will participate. The problems to be considered will deal with two main topics: War-Time Problems of Management and Adjustment, and War-Time Problems of Classroom Procedure.

The central theme will be related to all branches of business education as they apply to public, private and parochial schools on the secondary and collegiate levels.

Women Learning To Coach Boys' Teams

SUPERIOR, WIS.—Don't be surprised one of these days if you see a feminine figure jump up from the bench at a high school football game and shout:

"Jones, go in there for Smith at guard and show some fight!"

That day isn't far distant, says athletic director Ted Whereatt, of Superior State Teachers College, who has started training women to coach boys' athletic teams, because of the shortage of men.

"We have been getting call after call from high schools asking for men, only to turn them down," he said. "We just can't fill the demand with the men students all going into the service. As athletics are vital for our boys in high school, we have started training women to take over the jobs."

N.E.A. Asks $100,000,000 That Colleges Be Saved

ST. LOUIS. — The Department of Higher Education of the National Education Association, disbanded in 1927, has been reorganized and has cast its support behind a movement to ask $100,000,000 from Congress "to save scores of educational institutions from bankruptcy because of war."

It was suggested at the meeting that the Federal funds be used for scholarships for men in 4-F draft classification, for women and for men under military age.

Dr. Alonzo F. Myers of New York University, chairman of the National Commission for Defense of Democracy Through Education, said the $100,000,000 Federal subsidy is necessary, if facilities for higher education in this country are to be preserved.

By providing scholarships valued at $400 each to 250,000 students, he said, the Federal Government would make it possible for colleges and universities to survive the current withdrawal of students for the war effort.

The proposal for allotment of a Federal grant, he said, has been indorsed by 600 educational institutions and organizations. It was the consensus of the educators that, unless Federal aid is forthcoming, the foundation of American higher learning will be dangerously imperiled by the time the war ends.

H. B. Wells, president of the University of Indiana, was elected president of the reorganized department.

Peru Indians Build Own Schools

PHILADELPHIA.—Indians of Peru are so eager for more education that in many rural communities they erect their own schoolhouses and even pay for teachers' salaries, according to Dr. Uriel Garcia, professor of history at the National University of Cuzco.

Dr. Garcia said the study of English begins as early as the fifth grade and continues as a required study for at least five years. Interest in North American science has been accompanied by an intensification of interest in technical subjects, including engineering and chemistry, he said.

American methods of school administration, mental tests and self-development have been widely used in Peru and are giving good results in urban and rural schools, he said, and there is a definite trend in Peruvian education away from the study of French and toward the study of North American classics.

Parent-Teacher Congress Cancels Chicago Meeting

CHICAGO.—The National Congress of Parents and Teachers has announced cancellation of its 1943 meeting scheduled for Chicago early in May. The announcement was made from national headquarters here through Mrs. William Kletzer, Portland, Ore., President of the Congress.

The meeting, which usually attracts from 10,000 to 12,000 delegates, was called off because of transportation conditions. The board of managers will meet to carry on essential business.

"Big Three" Drop Formal Athletics

CAMBRIDGE, MASS.—That Harvard, Yale and Princeton will drop completely out of the formal intercollegiate sports picture at the conclusion of the present winter sports season became a certainty following a joint statement issued by the presidents of the three universities.

Starting with the spring term in April, a drastic modification in the sports schedules at these colleges will take place and for the duration of the war athletics undoubtedly will be conducted on an informal basis only.

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Would Use H. S. Students As Emergency Work Corps

WASHINGTON.—Where a genuine shortage of labor exists and high-school students can do the required work without danger of exploitation or personal hazard, the educational policies commission of the National Education Association recommends that public schools assign students en masse to the job and that teachers capitalize on the educational values to be derived by the students from the emergency work experience

"Students . . . should be subject to assignment to community service, industrial or farm work whenever an emergency requiring their services arises; such assignment should be regarded as an integral part of their education, not fundamentally different from an assignment to attend a class in English, home economics or any other school activity," declares the commission.

All work to which students are assigned should be suited to their strength and ability, the commission points out. "Educational and child-welfare officials should collaborate to protect youth against exploitation or extremely hazardous occupations . . . All existing statutes and regulations governing child labor and the employment of the youth should be observed. If it should be found that any such laws interfere with the performance of necessary work by high-school students during this national emergency, the statutes or regulations should be revised by the appropriate authorities."

If the work is community service, no pay should be expected; if a private individual requires the services of the young people, a fair wage should be paid.